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AUTHOR Schmidt, Dennis
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ABSTRACT

The Sex Equity Project for Lake County (Florida) Schools was undertaken to reduce sex bias and stereotyping among students and to encourage exploration of nontraditional occupations. The 1986-87 project focused on middle and high school students by assembling and distributing brochures and by making classroom presentations to eighth-grade students. High school and middle school administrators, guidance counselors, and some faculty members were also given brief inservice awareness programs on the need to reduce sex bias and stereotyping and on ways of doing so. On the follow-up teacher survey, only one teacher failed to indicate that the program should be repeated, and most rated the material on nontraditional jobs as either very or extremely important. Twenty-six percent of the students surveyed said that they had changed their ideas about the kind of work they wanted to do, and 50 percent said that the materials made them aware of nontraditional employment opportunities for the first time. It was decided to offer a similar program to all students in grades 9 through 12 and to develop an awareness program targeting local businesses and civic and business organizations so as to make it easier for students to enter nontraditional employment if they so desire. (Appendixes include a brochure describing available vocational and technical programs, suggestions for teachers on how to foster sex fairness in students, a brochure on nontraditional occupations, a career interest instrument, occupations having 12 or more annual openings in the two Florida counties nearest to the project site, minutes from a high school principals' meeting on the need for programs to eliminate sex bias and stereotyping, and student and teacher evaluations of the sex fairness materials and seminars presented.) (MN)

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ED285048

Final Report

Project No. DVE 350-15170-7-2E06

From August 1, 1986 to June 30, 1987

SEX EQUITY

Lake County Schools
201 W. Burleigh Blvd.
Tavares, Florida 32778

Dennis Schmidt

U.S. DEPARTMENT OF EDUCATION
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PREFACE

Lake County, being a traditional, rural, agriculturally based economy until recent severe freezes is in the process of major changes.

With Orlando to the East, Ocala to the West, and Disney World to the South, Lake County has become a bedroom community on three sides, resulting in increased population and industrial and business building expansion. However, traditional attitudes concerning sex bias and stereotyping in employment still persist and much work is needed to make a noticeable change in these attitudes.

Because of not being hired until the first of March, the project assistant found the time available for completing the project's objectives this year short. A special thanks to Mr. Jack Millican, Director of Vocational Education, Lake County Schools, Mrs. Norma Emerson, JTPA Coordinator, Lake County Schools, and Ms. Susan Jaillet, Displaced Homemaker/Single Parent Project Director, Lake County Vo-Tech Center for their help and direction in accomplishing the objectives for the Sex Equity Project. Without their guidance and support, the project would not have been nearly as successful.

ABSTRACT

The problem addressed by the Sex Equity Project for Lake County Schools in 1986-87 was the need for an awareness program in the schools concerning sex bias and stereotyping. The outdated (traditional) viewpoint held by most students has been passed on from generation to generation in Lake County because until recently the area had been mainly rural with an agriculturally based economy. However, due to the population growth in recent years (18% - 1980-1985) and projected growth in future years (12% - 1986 to 1990 and 23% from 1990 to 2000) from the Florida Statistical Abstract 1983, students need to be made aware of the impact and the types of employment available (traditional and nontraditional), including how this will affect them as they enter the work force.

In 1986-87, the project focused on middle and high school students by assembling and disbursement of brochures and by making classroom presentations to eighth grade students. High school and middle school administrators, guidance counselors and some faculty members also were given brief inservice awareness programs on the need and ways to reduce bias and stereotyping. Results were encouraging. On the follow-up surveys, all but one teacher said the program should be repeated again next year and most rated the material on the nontraditional jobs as either very important or extremely important. On the student survey, 26% said that they had changed ideas about the kind of work they wanted to do, and 50% said they were now aware of nontraditional employment opportunities. This was a large improvement considering almost none were aware of these opportunities before, based on show of hands at the beginning of the presentations.

In the future, recommendation is that similar programs be offered to all 7-12 grade students, based on their level, and to all school counselors and faculty from grades 7-12. An awareness program should also be started targeting local businesses, civic, and business organizations to facilitate the ease of entering into nontraditional employment for those who desire to.

INTRODUCTION

The Sex Equity Project for the 1986-87 year addressed the need for awareness activities in the schools concerning sex bias and stereotyping and the availability of nontraditional occupations to everyone. Administrative staff, faculty, and students in grades 7-12 were specifically targeted, and were given brochures and presentations developed through the local project specifically designed to meet these requirements.

This need was derived from the findings of an assessment survey completed by the 1985-86 Sex Equity Project in Lake County, where it was established that only 1% of the workforce in Lake County was women working in nontraditional fields. Also, according to the 1983 Florida Statistical Abstract, it was established that 51% of the county's population was female and currently only 38% of the workforce is women. This is less than the national trend because, as stated in Attachment D of the 1986-87 Sex Equity Funding Proposal for Lake County Schools, "traditional stereotyping (in Lake County Schools) results in many women not entering the work force; those who do typically choose traditional careers."

Four objectives were addressed in 1986-87. These were:

1. Dissemination of selected written and printed materials to 100% of the 7-12 faculty members and students.

2. Delivery of in-service programs to each high and middle school administrator, counselor and occupational specialist.

3. A career seminar targeting the community at large, highlighting occupations and training available for them.

4. Delivering workshops in selected middle schools where students, at the conclusion, were able to identify occupations and training available for them in Lake County.

The outcomes for 1986-87 were encouraging. All of the 7-12 faculty and students received brochures on ways of reducing sex bias and stereotyping, and over 900 eighth grade students attended a presentation on sex bias and stereotyping. A follow-up survey three to four weeks after the presentation showed that over one fourth of the students had changed ideas about the type of work they would consider.

In addition, short awareness workshops were held for high school principals, high school guidance, middle school guidance, and selected middle school faculties, with positive attitudes shown, as evidenced by concluding remarks at the end of each presentation except the high school principals' meeting, in which they felt sex bias and stereotyping didn't exist "in the schools but rather in the homes and community."

Efforts were made to ensure that the Lake County Schools Sex Equity Project was non-duplicative. The only other project in the county was that of Lake Sumter Community College, which did not serve any area of the Lake County Public Schools. In areas of dual responsibility tasks were shared, as evidenced by the joint community-wide career seminar for high wage/high placement training opportunities in Lake County.

METHODS

This report addresses the means of accomplishment of the 1986-87 Sex Equity Project's goals of the Lake County School Board. The project was funded through the Division of Vocational Education and was housed at the Lake County Schools Office. The activities mentioned will cover mainly the time period of March 2, 1987 to June 30, 1987 - the dates of employment of the current project assistant. However, the period of July 1, 1986 to March 1, 1987 will also be discussed.

Initial funding was in the amount of $5400 with an additional $10,000 being funded in January after an amended project proposal was approved. The total amount then was $15,400 with allocations as follows: Personnel ($13,000), Travel ($500), Materials and supplies ($1,300), A/V materials ($300), and Other ($300).

The project used these monies to hire a full-time project assistant (March through June); printing of brochures developed by the project assistant; purchase of supplies and printed materials for classroom presentations; the purchase of A/V materials including VHS tapes, film strips and other items to be used as a reference in future project activities promoting sex equity and nontraditional jobs in Lake County; the purchase of equity related magazine subscriptions for vocational instructors' use in the classroom; and $500 that was allocated to the State Equity Consortium.

The local advisory committee was already in place in March when the full-time project assistant was hired. In fact this committee did the interviewing and recommendation for hiring of the full-time assistant. The people on the committee are: Susan Jaillet, Displaced Homemaker Project teacher; Dot McCoo, Coordinator Education Support Programs; Lauren Stricklen, Content Specialist for Student Services; Norma Emerson, JTPA Program Specialist; and Keith Whitmer, high school guidance counselor.

There were four major objectives in 1986-87. Objective three was accomplished prior to March of this year - that being holding a joint community-at-large seminar with Lake Sumter Community College in February, 1987. This activity was conducted by Ms. Susan Jaillet, the local project assistant prior to March.

An appropriate topic and title (New Careers for Women) was selected and panelists solicited to participate. A total of six people were selected as presentors and a date set for the seminar. It was held at the local Community College and after proper publicity a total of twenty-two participants involved themselves in the seminar.

The accomplishment of the other objectives was started in March, when the newly hired project assistant began work.

First, by compiling all the local information available concerning sex equity and nontraditional jobs, brochures were assembled and preparation made for their printing. This was done in correlation to objective one, which stated all 7-12 faculty members and students would receive written and printed materials designed to reduce sex bias and stereotyping.

Delivery of these materials was made personally to the middle schools by the project assistant, and through the in-house mail service for the high schools. Lists of school and faculty names had been gathered prior to this, and as schools and faculty received brochures, checks were placed by the appropriate names.

A total of three different brochures were made. Copies of each are contained in the Appendix A, B, and C for reference.

Immediately after materials were printed for objective one, work began on objective two, which stated that an in-service program would be given to middle and high school administrators and guidance counselors.

A decision was made that the project assistant would give an oral presentation to the group. It was organized and prepared so that it would relay the problem that exists concerning bias and stereotyping and suggestions on ways to help reduce same. Also, a graphic designer was contacted to prepare posters that would help convey the information visually.

Program delivery times were set during the regularly scheduled County Principals' and Guidance meetings. As time permitted, at the conclusion of the year, selected middle school faculties were also given the same presentation. Middle schools were chosen because of the impact they have on students just before they register for vocational courses in high school.

Work on the last objective (#4) began almost simultaneously with objective two. A workshop was to be held in the schools for selected students to enable them to identify one high wage/high placement training opportunity which exists in Lake County. Again the middle schools were targeted, specifically the eighth grade, due to the short amount of time remaining in the school year, and because those students would be able to channel their future studies into more vocational classes and possibly nontraditional areas.

It was decided that it would be best if the presentation would take an entire class period, so preparation began. Since jobs and money are what students are most interested in, these were the main focus and were related heavily to equity and nontraditional jobs.

The presentation started by telling students some basic facts that they had not heard before, those being -

* In the 1990's there will be more women in the work force than men. This will change the way people look at jobs.

* Only 4 out of 10 jobs in the United States pay well enough to support a traditional family.

* Most new jobs today are in the service sector - which traditionally is lower pay.

* Today 9 out of 10 girls in school will have to work 25-40 years. Therefore they should consider a vocation - and why not a nontraditional one because they usually pay more?

Immediately after these facts were presented students were given a budget/wage analysis consisting of three wage levels - #3.35/hour, $7.50/hour, and $12.50/hour. The specific dollar amounts were chosen because they closely represent the earnings level in the surrounding area of those people who have no training at all, those having one or two years of vocational training, and those who have four or more years of college.

After this, most could see the need to be at least vocationally trained to be able to afford the basics in life. Then, two situations were presented, showing people in nontraditional occupations. The benefits of nontraditional employment, besides increased income ,such as a better lifestyle, were also pointed out.

With interest in nontraditional employment at its peak, a film strip entitled No Boundaries: Equal Career Opportunities for All by Guidance Associates of Mount Kisco, New York, which depicted eight different people in nontraditional jobs, was shown. Upon completion, the project assistant gave some personal references to people in the local area working in nontraditional jobs while two handouts were passed out (copies appear in Appendix D and E).

The first handout contained a listing of one hundred and nine local job titles in the surrounding area in which twelve or more annual openings exist. Students were asked to circle those that were of interest to them and were encouraged to choose a nontraditional area that they might not have thought of before.

The second sheet told them the number of openings per year in each category that they may have chosen and where they could get training for that occupation - either at the local vo-tech center, community college, or on-the-job training.

In the last few minutes, questions were answered regarding the occupations listed, income, training for and availability of employment in the surrounding areas.

This was a successful presentation given to over 900 students. The final results and some comments made by students are listed in the analysis section of this report.

FINDINGS AND ANALYSIS

Objective I: Dissemination of written and printed materials.

Three brochures were developed through the project for the 1986-87 school year. The first one (Appendix A) was actually a completion of the brochure started in the 1985-86 year. This was a compiling of the vocational courses offered in each middle, high, and vocational school in Lake County. The brochure was made available to the public at the Curriculum Fair held at the local shopping mall and also was distributed to the eighth grade students prior to registering for high school classes. This particular brochure helped fulfill the assurance requirement of the Carl D. Perkins Vocational Education Act of 1984-Part A-Section 204-3b.

The second one (Appendix B) dealt with sex bias and stereotyping with teachers being specifically targeted for distribution. This brochure dealt with classroom situations that tend to reinforce stereotypical ideas in students and it urged teachers to encourage students into nontraditional areas if interest was shown. Every teacher in the middle school, high school, and Vocational Technical Center was sent a copy. This more than met the stated objectives that all 7-12 faculty members would receive information since middle schools also include the sixth grade.

The brochure did have some positive effects as evidenced by four teachers personally telling the project assistant that they had held discussions in their classrooms about nontraditional employment after receiving the brochures.

The third brochure written was designed for students in grades 7-12 and was titled "DON'T LIMIT YOURSELF". It informed students that ideas about what kind of work men and women can do are changing and that it is okay for them to consider any occupation they want, no matter whether it is or has been called men's work or women's work. Every middle and high school was given this brochure for distribution to its students, and copies were also sent to the area Vo-Tech Center. A total of 9,500 copies were delivered, with the most successful distribution being made to a middle school which used the pamphlet as a worksheet and discussion topic during its Advisor-Advisee time with students. It was noted

by the project assistant that the students from this school were the most receptive to the classroom presentation on nontraditional jobs.

Objective II: Delivery of in-service programs to vocational, high and middle school counselors, occupational specialists and administrators.

The entire target population did not receive the in-service program due to the short amount of time remaining in the school year after the project assistant was employed. However, at least 80% of the projected audience was presented a program on sex equity in the schools and surrounding area.

The most productive outcome of the in-service program was the promoting of the Sex Equity Program to participants. Favorable thoughts were perceived by the project assistant from the Guidance and Occupational Specialist personnel. However, comments that reinforce the actual need for a Sex Equity Program were made by the high school principals in their meeting. Minutes of their April 9, 1987 meeting are contained in Appendix F and the part where they said "they don't feel this is occurring in the schools, but rather in the homes and community" is highlighted.

Objective III: Conduct one high wage/high placement career seminar targeting the community at large.

The seminar was attended by twenty-two people and can be deemed a success from the comments made on the evaluation sheets. (Copies of questions asked on the evaluaiton sheet, as well as comments made by participants, are contained in Appendix G). They were also asked, "How would you rate the presenters for this workshop?" The following rating scale was used and the numbers indicated are representative of participants' rating of the seminar.

Excellent	16
Good	03
Average	00
Poor	00

The topic was presented infusing nontraditional employment opportunities for women, and participants were encouraged to enroll in vocational courses. At the conclusion they were asked, "How would you rate the topics covered in the seminar?" The rating scale, with corresponding results, is contained below:

Extremely Important	15
Very Important	03
Somewhat Important	02
Not Important	00

Objective IV: Delivery of workshops for students in each school.

Although each school was originally targeted for a workshop, there simply was not enough time, from the date of employment of the full-time project assistant to the end of the school year, to organize and make delivery of a workshop in every school. Therefore the project assistant narrowed the objective to include only middle schools. However a class on nontraditional occupations for young women was held at the Annual Career Day at the Vo-Tech Center and juniors from across the entire county were given the opportunity to attend it. Through this, a sampling of students from each high school was exposed to nontraditional opportunities.

The workshop in the middle schools was presented to over 900 eighth grade students. Focus of the workshop was on students being able to identify at least one high wage/high placement training opportunity that exists in Lake County. To determine the effectiveness of the workshop, a student evaluation (Appendix H) was sent to the school approximately one month after the workshop. A month was chosen in order to gain a more accurate estimation of the lasting effectiveness of the workshop. A 50% sample of students was done so that reliable documentation could be obtained from the survey.

The following results pertain to this survey:

AREA OF AWARENESS OR INTEREST	PERCENT OF STUDENTS MADE AWARE
Aware of employment opportunities in the surrounding area	73%
Aware of nontraditional employment opportunities in the area	49%
Found information useful	69%
Consider employment in areas that you would not have before	44%
Learn of high paying jobs in area	67%
Changed ideas about kind of work they would like to do	26%
Learned of schooling for different types of jobs that interested them	54%

Some of the comments made by the students were very revealing and are listed below. Each is a direct quote taken from their evaluations.

*The presentation was very useful to me!

*It's good to have someone come and sort of help us in picking out the job we want.

*The information was very useful in many areas. They helped me decide what I wanted to do.

*The presentation was good. It is interesting how some of the jobs pay so well. I have decided to go all the way through high school and maybe even college.

*The presentation made me realize why having a job that pays a lot of money is so important. Grown ups take on a lot of responsibilities - - - The presentation also helped me make my final decision on what kind of career I wanted. That I should go to Lake Sumter before going to a big college. It really made me think about everything.

*Plan on going to Vo-Tech, to take body repair or be a bricklayer.

*The program was good. It opened a lot of different ideas for employment.

*I enjoyed the program a lot! Because it told me about jobs I never knew about before!

*The film really shocked me. Because I didn't know women would even want to work in a coal mine like originally would said to be a man's job.

*I thought that the program was good because it gave people an idea of what kind of jobs they might like to do. I thought it was good because it told about high paying jobs and what kind of money you would be making.

*It was an interesting presentation.

*Thanks for the lecture. I understand why my parents want me to go to college.

*I think that the students need the information.

To add to student evaluations, teachers who were in attendance were also sent evaluation forms (appendix I). They were asked to rate the topics covered in relation to student need. The rating scale with results follows:

Extremely Important	25%
Very Important	50%
Somewhat Important	25%
Not Important	00

In addition, 100% of the teachers responded that they believed that students were able to identify one high wage/high placement training opportunity in Lake County, which was the main objective of Objective IV.

CONCLUSIONS AND RECOMMENDATIONS

It can be concluded that the first objective (dissemination of written and printed materials) and third objective (conduct high wage/high placement career seminar for the community at large) were completed at a 100% rate. Objective two (delivery of in-service programs to each vocational, high, and middle school counselor, occupational specialist and administrator) was accomplished at approximately an 80% rate. This was due to the short amount of time available to the project assistant after beginning employment. Objective four (delivery of workshops in each high school and each middle school) was accomplished at a 25% rate. This low completion rate is again because of the time factor involved in this project year.

The following four premises can also be drawn from this report.

First: The need for a Sex Equity Program is great. This is based on the comments made by the high school principals during the workshops presented to them; because of the low number of women employed in nontraditional occupations in Lake County as evidenced by the prior year's business survey; the small number of participants attending the community-at-large seminar (people don't feel this is appropriate for them); and because of the lack of knowledge young people have about the change in the sex status of many occupations, which causes them not to consider many nontraditional training opportunities available.

Second: Since attitudes are trying to be changed, it will take a considerable amount of time to notice any movement in increased numbers to nontraditional employment among this project year's targeted population, even though 25% of the students responded that they had changed ideas about the kind of work they want to do.

Third: Information, both written and oral, should begin in grades earlier than the targeted population this year (7-12). This is based on the fact that we are dealing with attitudes, which can be changed easier at younger ages, and because of the statement in the Criteria for Services and Activities for the Handicapped and for the Disadvantaged part 3-C of the Carl D. Perkins Vocational Education Act of 1984, "It (vocational assessment) is an ongoing process that should begin in the early elementary grades and continue throughout the student's preparation for employment."

Fourth: Given the amount of people, businesses, business and civic organizations, and students which need to be contacted by project personnel, a part-time person does not have sufficient time available to accomplish the overall objectives of the Sex Equity Project.

The project assistant who was employed from March through June recommends the following for the Sex Equity Project in Lake County:

1. The local project should be continued because Sex Equity ideas are perceived to be quixotic.

2. The local project should be expanded to include

   a. local businesses and their organizations
   b. elementary schools (faculty and students)

3. Even though state and national material available is excellent, locally produced videos and slide presentations need to be developed to facilitate the ease in changing of attitudes. Without these, people will not see sex equity as their problem.

4. A local full-time project assistant needs to be employed to enable the county to feel the full impact of sex equity programs.

For additional information contact the guidance office at your local school.

MIDDLE SCHOOLS	
Carver Middle School	787-7868
Clermont Middle School	394-2123
Eustis Middle School	357-3368
Groveland Middle School	429-3322
Mt. Dora Middle School	383-6101
Oak Park Middle School	787-3232
Tavares Middle School	343-4545
Umatilla Middle School	669-3171

HIGH SCHOOLS	
Clermont High School	394-2109
Eustis High School	357-4147
Leesburg High School	787-5047
Mt. Dora High School	383-2177
South Lake Ed. Center	429-3121
Tavares High School	343-3007
Umatilla High School	669-3131
Vo-Tech Center	357-8222

LAKE COUNTY SCHOOLS
FREDDIE G. GARNER, Superintendent
The School Board of Lake County, Florida
201 W. Burleigh Blvd., Tavares, FL 32778
(904) 343-3631 SUNCOM 668-1011

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PUT YOURSELF IN THE JOB PICTURE

Vocational Education Programs
LAKE COUNTY SCHOOLS

VOCATIONAL EDUCATION: TODAY'S TOOL FOR TOMORROW'S TRADE

Vocational Education is for everyone! Vocational Education is fun and exciting, and it helps you plan for the job you want to have in the future.

Eight out of ten technical, craft, and office jobs now require vocational education training rather than a four-year college degree. Lake County schools offer a variety of vocational education programs designed to prepare students (grades 7-12 and adults) for entry into employment in the work force.

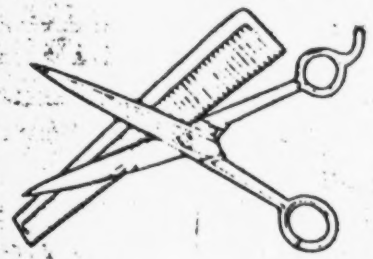
The major areas of study along with a short description of the programs available follow.

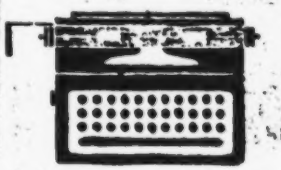
AGRICULTURE - Agriculture programs include subject matter and hands-on experience in agricultural production; livestock selection, crop production, ornamental horticulture and leadership/employability skills. Programs are offered at Groveland Middle School and South Lake Education Center.

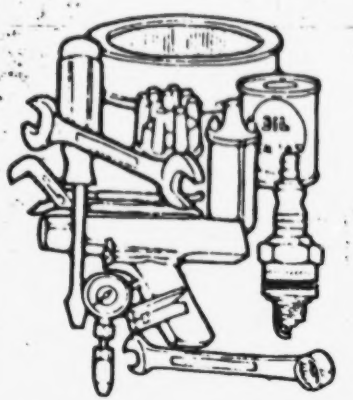
BUSINESS AND OFFICE EDUCATION - Business Education prepares students for occupations in accounting, data processing; clerical and secretarial areas; word processing/machine transcription. Programs are available at all high schools. Courses are offered at Carver and Oak Park Middle Schools and South Lake Education Center.

DIVERSIFIED COOPERATIVE TRAINING - Diversified Cooperative Training includes courses, programs and activities designed to prepare students for employment in selected occupations using the cooperative method of instruction. These programs provide a combination of in-school job-related instruction and supervised on-the-job instruction. Programs are available at Eustis, Leesburg, Umatilla, and Mt. Dora High Schools.

HOME ECONOMICS EDUCATION - Home Economics courses are designed to prepare students for the occupation of homemaking and for wage earning jobs in Food Production and Services. Food Production programs are available at Clermont and Tavares High Schools and South Lake Education Center. All other high schools and middle schols offer a variety of courses in the home economics curriculum.







INDUSTRIAL ARTS EDUCATION - Industrial Arts Education includes courses in Construction, Drafting, Graphic Arts, and Industrial Materials and Processes. Industrial Arts courses are offered at Groveland, Eustis, Leesburg, Mt. Dora, Tavares, and Umatilla High Schools. Exploratory programs are offered at Carver, Clermont, Eustis, Groveland, Mt. Dora, Umatilla, and Oak Park Middle Schools as well as South Lake Education Center.

MARKETING EDUCATION - Marketing Education relates to the flow of goods and services from the producer to the consumer, including selling and buying, transporting, storing, promoting, financing, marketing research, and management. These programs provide a combination of in-school job-related instruction and supervised on-the-job instruction. Marketing programs are available at Clermont, Leesburg, and Tavares High Schools.

SPECIAL NEEDS - Special needs programs are designed to provide handicapped students (grades 9-12) with vocational and daily living skills. Programs are available at all high schools as well as the Lake County Area Vocational Technical Center in Eustis.

VOCATIONAL TECHNICAL CENTER - The Va-Tech Center in Eustis offers vocational training to persons aged 16 and older. Programs are available in the following areas: Agriculture, Business Occupations, Health Occupations, Distributive Education, Child Care Services, Industrial Trades and Public Safety.

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WHAT YOU SAY IN THE CLASSROOM MAY INFLUENCE YOUR STUDENTS' CAREER CHOICES MORE THAN YOU THINK.

LAKE COUNTY SCHOOLS
The School Board of Lake County, Florida
FREDDIE G. GARNER, Superintendent
201 W. Burleigh Boulevard Tavares, Florida 32778

INEQUALITY.

ERASE

Our aim -

This pamphlet developed through the EQUITY RESOURCE PROJECT

WHAT LASTING IMPRESSION DO YOU MAKE?

Career choices are important decisions that each of us make. Our students start thinking about occupational opportunities in the elementary grades, and those choices are continually influenced for the rest of their lives.

Unfortunately many careers are not considered by most young people due to sex stereotyping. The books and newspapers we read, the TV we watch and radio we listen to, generally all portray rigid personality traits, aspirations and abilities identified with sex. Most women are characterized as weak, passive, irrational, artistic, and domestic while men are characterized as strong, competitive, assertive, practical, independent and working outside the home.

These are traditional roles and tend to influence students to choose traditional occupations. However, today many young people need to expand their occupational search into non-traditional fields. There is nothing wrong with a woman being a mechanic or policeman or a man being, for instance, a nurse or secretary.

There is special need for women to consider non-traditional occupations. Today, the average woman earns 40% less than her male equivalent.

Also, women make up 60% of the service industry, which typically is low paying. In fact - the average woman with a 4-year college degree makes about the same amount as a male with an eighth grade education.

How can you help? It's not easy to change sex role stereotypes that have been learned since birth, but there are a few activities that happen in the classroom that tend to reinforce traditional roles in occupational selection. By being aware of these, you might be able to counteract some of the stereotype reinforcement that happens on a day to day basis.

That's a good girl, Susan. You're so helpful - some-day you'll make a good wife or secretary.

FOR YOUR INFORMATION:

* Students perceive that individual teachers show a definite preference for either male or female students.

* Teacher reprimands of male students have the positive effect of making males the center of attention. Because males may get into trouble more often, it gives them the feeling of importance.

* The quieter behavior of girls may be rewarded with higher grades and special privileges - like running errands. This definitely channels girls into a traditional sex role and eventually traditional occupations.

* Males receive more encouragement to achieve. (In elementary school females perform equal to or better than males, but by age 13, female achievement begins to decline.

  An explanation for this is the lower expectations which are part of the traditional female stereotype. By developing higher expectations, girls will automatically raise their career aspirations.

You can also help by encouraging students when they ask about non-traditional occupations - letting them know that it's OK for them to be thinking about working in a field out of the ordinary.

You too can help Erase Inequality.

These are only a few non-traditional occupations, though. Any job that presently has a majority of either sex now employed in that occupation can be considered non-traditional. Remember—ideas about work situations are changing—you do not have to choose your career because of your sex.

Now let's get back to scoring the quiz on the preceding page. Give yourself 10 points for each letter E you have circled and 5 points for every M or F circled. Then add up your total points. If you score 75 or more—congratulations—you have a good chance of seeking a career in a non-traditional field if you so desire. If you scored 70 points or less you might need to look at other occupational goals that may have seemed unattainable because of your sex. Remember—don't limit yourself—you c be what you want to be.

FOR MORE INFORMATION - CONTACT
YOUR GUIDANCE COUNSELOR OR
OCCUPATIONAL SPECIALIST

This brochure developed by
the Equity Resource Project
whose aim is to
ERASE INEQUALITY.

LAKE COUNTY SCHOOLS
FREDDIE G. GARNER, Superintendent
The School Board of Lake County, Florida
201 W. Burleigh Boulevard
Tavares, Florida 32778

DON'T LIMIT YOURSELF

You can
Be What You Want To Be

Many times when looking for ar occupation, we narrow our choice without even realizing it. This results from stereotyping certain jobs as men's work or women's work.

From an early age our attitudes are channeled into certain directions by TV, radio, newspapers and othe media. Many of these ideas are no outdated but are unfortunatel still widely used.

Today it is perfectly all right t choose any field of employment yo wish to pursue, or to choose particular lifestyle and then a occupation to fit that lifestyle.

To see if you might be limiting yourself in your occupational goals, the following quiz might be helpful.

Circle the most appropriate answer for each of the following occupations.

M=Male F=Female E=Male or Female			Either
Train Conductor	M	F	E
Bus Driver	M	F	E
Pilot	M	F	E
Ship's Captain	M	F	E
Librarian	M	F	E
Secretary	M	F	E
Kindergarten Teacher	M	F	E
Registered Nurse	M	F	E
Cashier	M	F	E
Judge	M	F	E

Turn to the back page to score yourself.

Today there are no particular rules to say only men are to hold certain jobs and women others. Barriers have been broken down and large advances made for women, as well as for men, into non-traditional occupations. A person's sex no longer has to be identified with an occupational choice.

DID YOU KNOW?

* the average man can expect to work 45 years.
* 90% of the girls in high school will be a part of the labor force for 25 years if they marry; 45 years if they do not.
* 66% of women who are currently employed are either the sole support or a major wage earner for their families.
* 60% of the working women choose careers such as clerks, salespersons, waitresses, and hairdressers.

The following are some typical hourly wages offered to applicants referred to employers by the Florida State Job Service in 1985.

Bricklayer	$8.59
Electronic Technician	$7.11
Drafter, Mechanical	$6.87
Machinist	$6.33
Cashier	$3.69
Sales Clerk	$3.54
Clerk Typist	$4.21
Teller	$4.44

Traditionally the jobs in the first group are filled by males and those in the second group, by females. This does not have to be so. Both sexes are equally capable of performing these jobs. It's easy to see that young ladies should definitely look at some non-traditional occupations just from an economic standpoint.

APPENDIX D

The following are some examples of various occupations. Circle the number of those that are of interest to you.

CHILD CARE
1. Child Care Worker
2. Child Care Attendant

PRACTICAL NURSING
3. Licensed Practical Nurse

NURSING
4. Nurse (R.N.)

ENGINEERING (Model Building)
5. Model Maker

COMMERCIAL FISHING
6. Fisherman

FASHION MARKETING
7. Retail Sales Clerk

FINANCE AND CREDIT SERVICES
8. Sales Agent
9. New Account Teller
10. Account Collector
11. Credit Reporter
12. Loan Closer
13. Safe Deposit Clerk
14. Credit (Banking) Clerk
15. Mortgage Closing Clerk

FOOD DISTRIBUTION
16. Sales Floor Stock Clerk
17. Stock Clerk

CASHIER
18. Checker
19. Cashier

HOTEL AND LODGING SERVICES
20. Porter
21. Bellhop
22. Desk Clerk

INSURANCE MARKETING
23. Underwriter
24. Special Sales Agent
25. Sales Agent
26. Claims Examiner
27. Claims Adjuster

PRIVATE SECURITY SERVICES
28. Doorkeeper
29. Guard

GARDNERS & GROUNDSKEEPERS
30. Groundskeeper
31. Gardner

DATA PROCESSING
32. Peripheral Operator
33. Computer Operator
34. Keypunch Operator

SECRETARIAL
35. Court Clerk
36. Insurance Clerk
37. Stenographer
38. Secretary

CLERICAL & WORD PROCESSING
39. Office Machine Operator
40. Typist
41. Clerical Supervisor
42. Office Clerk
43. Receptionist
44. File Clerk

ELECTRICAL & ELECTRONIC TECHNICIAN
45. Electronic Technician
46. Coil Winder
47. Electronic Wirer
48. Electrical Assembler

AUTOMOTIVE TECHNICIAN & MECHANIC
49. Auto Department Service Manager
50. Auto Mechanic
51. Tire Changer

CARPENTRY
52. Carpenter

ELECTRONICS
53. Electrician

BUILDING MAINTENANCE & ENGINEERING
54. Building Maintenance (general repair)

PRECISION MACHINE & AUTO SHOP
55. Machinist
56. Buffer (metal)
57. Grinder (metal)
58. Machine Tool Operator
59. Metal Lathe Operator
60. Drill Press Operator

COMMERCIAL VEHICLE & SCHOOL BUS DRIVING
61. Truck Driver
62. Bus Driver

BUYER, RETAIL & WHOLESALE
63. Retail or Wholesale Buyer
64. Wholesaler

MANAGEMENT SERVICES
65. Auto Parts Manager
66. Sales Manager
67. Store Manager

HEAVY EQUIPMENT & INDUSTRIAL MECHANICS & REPAIR
68. Engineering Equipment Mechanic
69. Maintenance Mechanic
70. Heavy Equipment Operator
71. Crane, Derrick, & Hoist Operator
72. Industrial Truck Operator

FOOD PROCESSING
73. Production Packer
74. Cannery Worker
75. Meat Cutter
76. Butcher

BUSINESS ADMINISTRATION & WAREHOUSING
77. Messenger
78. Statistical Clerk
79. Personnel Specialist
80. Order Filler
81. Stock Clerk
82. Shipping Packer
83. Shipping & Receiving Clerk

ACCOUNTING & BOOKKEEPING
84. Auditor
85. Accountant
86. Proof Machine Operator
87. Teller
88. Payroll, Timekeeping Clerk
89. Statement Clerk
90. Bookkeeper
91. Accounting Clerk

FOOD & RESTAURANT MANAGEMENT
92. Baker
93. Food Prep & Server
94. Kitchen Helper
95. Cook
96. Restaurant Manager
97. Host/Hostess
98. Waiter's Assistant
99. Waiter or Waitress

CUSTODIAL SERVICE
- 100. Housekeeper, Hotel & Motel
- 101. Janitor

SALESWORKER (Retail)
- 102. Retail Sales Person

SWITCHBOARD & RADIO OPERATORS
- 103. Receptionist
- 104. Dispatcher, (police, fire, ambulance)
- 105. Switchboard Operator

ENGINEERS
- 106. Civil Engineer
- 107. Electrical Engineer
- 108. Industrial Engineer
- 109. Mechanical Engineer

APPENDIX E

OCCUPATIONS HAVING TWELVE OR MORE ANNUAL OPENINGS IN LAKE AND SUMTER COUNTIES, AND TRAINING OPPORTUNITIES THAT ARE PRESENTLY AVAILABLE.

* CHILD CARE	20
* PRACTICAL NURSING	26
O NURSING	57
O ENGINEERING (MODEL BUILDING)	20
COMMERCIAL FISHING	44
O FASHION MARKETING	115
* FINANCE AND CREDIT SERVICES	20
* FOOD DISTRIBUTION	20
* CASHIER	89
HOTEL AND LODGING SERVICES	21
INSURANCE MARKETING	23
* PRIVATE SECURITY SERVICES	53
* GARDNERS AND GROUNDSKEEPERS	28
* DATA PROCESSING	12
* SECRETARIAL	113
* CLERICAL & WORD PROCESSING	166
* ELECTRICAL & ELECTRONIC TECHNICIAN	38
* AUTOMOTIVE TECH & MECHANICS	20
* CARPENTRY	21
ELECTRONICS	14
BUILDING MAINTENANCE & ENGINEERING	25
PRECISION MACHINE & AUTOMOTIVE SHOP	18
COMMERCIAL VEHICLE & SCHOOL BUS DRIVING	34
BUYERS, RETAIL & WHOLESALERS	15
O MANAGEMENT SERVICES	271
HEAVY EQUIPMENT & INDUSTRIAL MECHANICS & REPAIR	26
* FOOD PROCESSING	25
O BUSINESS ADMINISTRATION & WAREHOUSING	57
* ACCOUNTING & BOOKKEEPING	131
O FOOD & RESTAURANT MANAGEMENT	384
CUSTODIAL SERVICES	153
SALESWORKING	107
SWITCHBOARD & RADIO OPERATORS	20
O ENGINEERS	28

* INDICATES A TRAINING PROGRAM CURRENTLY OFFERED BY LAKE COUNTY VOCATIONAL TECHNICAL CENTER.

O INDICATES EITHER COMPLETE OR PARTIAL (1 OR 2 YEAR) TRAINING PROGRAM CURRENTLY OFFERED BY LAKE-SUMTER COMMUNITY COLLEGE. SOME OCCUPATIONS REQUIRE ADDITIONAL SCHOOLING AT A FOUR-YEAR INSTITUTION.

OTHER OCCUPATIONS LISTED REQUIRE EITHER ON-THE-JOB TRAINING OR VOCATIONAL TRAINING OUT-OF-AREA.

INFORMATION, ON OCCUPATIONAL OPENINGS, OBTAINED FROM THE FLORIDA OCCUPATIONAL INFORMATION COORDINATING COMMITTEE OCCUPATIONAL INFORMATION SYSTEM, SUPPLY AND DEMAND BY SET FOR DVE REGION 14 (LAKE AND SUMTER COUNTIES).

APPENDIX F

HIGH SCHOOL PRINCIPAL'S MEETING
Vocational-Technical Center
April 9, 1987

M I N U T E S

Dennis Schmidt is the Equity Resource instructor for the vocational department. He provided principals with an overview of his responsibilities. He's encouraging schools to promote non-traditional occupational training for boys and girls. This "attitude adjustment" is needed in our schools--with students and teachers. There needs to be an awareness of stereo-typing that we all do.

Principals responded that they don't feel this is occurring in the schools, but rather in the homes and community.

APPENDIX G

NEW CAREER FOR WOMEN TALLY SHEET

WHAT DID YOU LIKE BEST ABOUT THIS SEMINAR?

--Surprised that so many women-all working-have decided they are not happy in their life--all want to be more successful.

--All were terrific.

--Hearing what other women are doing.

--Finding out about the different seminars for self help programs and careers.

--The presentation of the program, the open discussion and questions, the panels presentation of their new careers, very interesting.

--Information acquired from others about different careers, and goal settings, other viewpoints on different life situations.

--Being able to talk openly with other women.

--Sharing of views and learning of other job options.

--All the information it provided.

--Meeting other women and exchanging information and feelings.

--The candid way each speaker presented her career and the stressings of goal setting.

--To see how other women have made it and know their goals.

--Discussion of panel.

--Very informative, class participation.

--All topics were very informative and interesting.

--The final phase.

--Probably the questions and hope it raised in my mind.

Veronica, Janice, and Susan. Most impressed with Margaret, Carrie and Ginnie of the panel; they were inspiring!

--Panel Discussion.

WHAT DID YOU LIKE LEAST ABOUT THIS SEMINAR?

--Too short.

--Not enough time.

--Not interested in non-traditional jobs discussed by the panel.

--Nothing.

--Nothing.

--Far reaching tangente that didn't apply to my situation.

--Nothing.

--Original introduction of each other.

--Nothing.

--Nothing, everything worthwhile.
--Would love more time.

HOW WOULD YOU RATE THE PRESENTERS FOR THIS WORKSHOP?

16 Excellent

3 Good

0 Average

0 Poor

COMMENTS:
--All were very happy to answer questions--all felt positive and successful in their jobs.

-I really enjoyed hearing all of these ladies share their personal experiences.

HOW WOULD YOU RATE THE TOPICS COVERED IN THIS SEMINAR?

15 Extremely Important

3 Very Important

2 Somewhat Important

0 Not Important

COMMENTS:
--These are the only drawbacks in feeling successful--Your feelings about yourself.

--Did not address my specific needs.

--Some were very pertinent--others were not.

WOULD YOU PARTICIPATE IN ANOTHER SEMINAR OF THIS TYPE ON A DIFFERENT TOPIC?

19 Yes

0 No

WHAT OTHER TOPICS WOULD YOU LIKE TO SEE COVERED IN A SIMILIAR SEMINAR?

--Problem solving for career changes for women 40 years and older.

--Relationships-dealing with spouses in work situations.

--Several were discussed by these that participated.

--Job interviewing, how to be more assertive, ways to cope with moving children, working full-time, going to school and being by yourself while doing this.

--Age limitations--if there are any.

--Job opportunities.

--Keeping your own "independence" in a second marriage.

WHAT WOULD YOU MOST LIKE TO TELL US AT THIS TIME?

--Your interest is greatly appreciated.

--I appreciate the opportunity for personal growth and education. I appreciate the effort and time given by the people who participated in this seminar.

--This is great! Wish I had poored out sooner.

--That I really enjoyed that seminar and you will be hearing from me.

--I think these seminars help to give us motivation. To see ahead to do better.

I really enjoyed the seminar and thought it was excellently presented.

--I felt this seminar was a great motivator for undecided individuals.

--I enjoyed the seminar very much. It was very encouraging!

--Glad there is someone out here to give us a helping "shove".

--I really enjoyed this seminar. It was great!

--You've inspired me to get out there and do something constructive now. Most important--that I can do it.

--Thank you for this opportunity to get together with others and share thoughts.

ADDITIONAL COMMENTS:

--Thank you.

--Keep up the good work!

--Thanks Girls!

--I loved it all!

--Keep up the "Good Work!"

APPENDIX H

STUDENT EVALUATION

We would like to know your thoughts and feelings concerning the class on nontraditional career choices. It is important to us that you found some usefulness in the information provided. Please fill out the questionnaire, adding any comments you have, so that we may improve the class. Do not sign. Thanks.

Did the class make you aware of employment opportunities in the surrounding areas? _____Yes _____No

Were any of the employment opportunities you were made aware of nontraditional? _____Yes _____No ____Do not understand the term nontraditional.

Did you find any of the information useful? _____Yes _____No

Would you now consider employment in areas that you would not have before? _____Yes _____No

Did you learn about any high paying jobs in the area?
_____Yes _____No

Did the presentation change your ideas about the kind of work you would like to do? _____Yes _____No

Did you learn of any schooling for some different types of jobs that you have an interest in? _____Yes _____No

Any Comments?

APPENDIX I

TEACHER EVALUATION

1. What did you like best about the classroom presentation?

   _____

   _____

2. What did you like least about the presentation?_____

   _____

   _____

3. Do you feel a similar program should be offered again next year? _____Yes _____No Comments: _____

   _____

4. How would you rate the topics covered in relation to student need?

   _____Extremely important Comments:
   _____Very important
   _____Somewhat important
   _____Not important

5. After the classroom presentation, do you feel the students were able to identify at least one high wage/high placement opportunity that exists in Lake County and the availability for training for that opportunity? _____Yes _____No
   Comments:_____

   _____

6. Do you have any suggestions to improve the classroom presentation or for other presentations?_____

   _____

   _____

   _____